

PERCEPTION OF SCHOOL TEACHERS WITH REFERENCE TO CONTINUOUS AND COMPREHENSIVE EVALUATION

T. Manichander,

Research Scholar, Faculty of Education, IASE, Osmania University, Hyderabad

M. Brindhamani,

Principal I/C, Vidhya Sagar Women's College of Education, Chengalpattu, Tamilnadu

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ABSTRACT

Continuous and Comprehensive Evaluation refers to a system of school-based evaluation of students that covers all aspects of students' development. The main purpose of this study was to find out teachers' perception about the scheme of continuous and comprehensive evaluation and the problems they faced while its execution in the school system. The methodology used in this study was survey method and a sample of 250 teachers was taken from Kancheepuram district. Five point perception scales was used to find out the individual opinion of the teachers. The result of the study shows that there is no significant difference between the perception of male and female teachers about CCE except the non-scholastic assessment. The teachers working in government and private institutions have a favorable perception regarding CCE than the government-aided school teachers. Further this study reveals that it helps the students to know their level of achievement within a short span of time and alter their study skills to enhance their learning process and also helps the teachers to change their pattern of teaching according to the level of the students and draw a clearer picture about each student in their class

Introduction

Educational evaluation is the process of recording knowledge, skills, attitudes and beliefs of the student. It is necessary that during and at the end of a course of study both teacher and the student should assess how far they have succeeded in the attainment of the objectives of teaching and learning process. The growth and development of a child can be effectively judged and appraised by a continuous process of evaluation. It takes into account the growth of the child as a whole individual. CCE system gives students periodical evidence about their achievements and failures. This acts as motivating force for the student as well as the teacher. The Secondary Education Commission (1952) has pointed out that, the scheme of internal assessment should be comprehensive evaluating all the aspects of students' growth. Internal assessment should be built into total educational system of the school and should be used for the improvement rather than certifying the level of achievement of the student.

Continuous and Comprehensive Evaluation (CCE): CCE refers to a system of school-based evaluation of students that covers all aspects of students' development. The 'continuous' aspect of CCE takes care for continual and periodicity of evaluation. The comprehensive component of CCE takes care of assessment of all round development of the child's personality. Evaluation in scholastic and non-scholastic area is done informally and formally using multiple techniques of evaluation continually and periodically.

Need and importance of the study

Government has implemented the CCE pattern of evaluation this year (2012-13) in schools from standard VI to VIII. Teachers are expected to evaluate the students in the scholastic and non-scholastic domain continuously throughout the semester. Teachers find it difficult to assess the students in scholastic and non-scholastic domain due to lack of in-service training and inadequate availability of tools and techniques for assessment. Many of them criticize about this continuous pattern of evaluation throughout the semester because the student strength is more and it is time consuming. Hence the researcher carried out this study to know the perception of teachers' about the continuous and comprehensive evaluation.

Statement of the Problem: "Perception of school teachers with reference to continuous and comprehensive evaluation".

Objectives of the study

- To find out whether there is any significant difference between the perception of male and female teachers about CCE.

- To find out whether there is any significant difference between the perception of government, aided and private school teachers about CCE.
- To find out whether there is any significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the scholastic domain.
- To find out whether there is any significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the scholastic domain.
- To find out whether there is any significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the non-scholastic domain.
- To find out whether there is any significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the non-scholastic domain.

Hypotheses of the study:

- There is no significant difference between the perception of male and female teachers about CCE.
- There is no significant difference between the perception of government, aided and private school teachers about CCE.
- There is no significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the scholastic domain.
- There is no significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the scholastic domain.
- There is no significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the non-scholastic domain.
- There is no significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the non-scholastic domain.

Methodology: Survey method had been chosen by the investigator for the study.

Tool used: The investigators have used Perception scale as a research tool in the present study. The questionnaire was prepared by the investigators and it consisted of 64 statements. Each item provided five responses. The responses were expressed on a five-point scale, strongly agree, agree, undecided, disagree, strongly disagree and

weights of 5,4,3,2,1 are given in that order for the favourable statements and unfavourable statements. The reliability of the tool was established by using split-half method. The reliability coefficient was found to be 0.67.

Statistical techniques used: For the analysis of data, the researcher has used simple statistical technique such as Mean, Standard Deviation, t-test and F-test.

Analysis and Interpretation:

Table 1: Showing the significant difference between the perception of male and female teachers about CCE.

Gender	N	Mean	S.D	Calculated 't' value	'p' value
Male	64	229.78	38.75	1.593	0.115
Female	186	238.15	27.59		

In the above table the 'p' value is 0.115, which is greater than 0.05. Therefore the null hypothesis is accepted. Hence there is no significant difference between the perception of male and female teachers about CCE.

Table 2: Showing the significant difference between the perception of government, aided and private school teachers about CCE.

Source of variance	df	Sum of squares	Mean of squares	Calculated 'F' value	'p' value
Between	2	46322.514	23161.257	29.731	0.000
Within	247	192418.482	779.022		
Total	249	238740.996			

In the above table the 'p' value is 0.000, which is less than 0.05. So the null hypothesis is rejected. Hence there is significant difference between the perception of government, aided and private school teachers about CCE.

Post-hoc test to find out the difference between the perception of government, aided and private school teachers about CCE

Type of Institution	N	Mean	S.D	Type of Institution	N	Mean	S.D	Calculated 't' value	'p' value
Government	80	24.49	24.3	Aided	85	21.71	36.3	5.669	0.000
Government	80	24.49	24.3	Private	85	24.71	20.4	0.809	0.887
Private	85	24.71	20.4	Aided	85	21.71	36.3	6.651	0.000

- ✓ There is significant difference between the perception of government and aided school teachers about CCE, since the corresponding 'p' value is 0.000 which is less than 0.05.
- ✓ There is no significant difference between the perception of government and private school teachers about CCE, since the corresponding 'p' value is 0.887 which is greater than 0.05.
- ✓ There is significant difference between the perception of private and aided school teachers about CCE, since the corresponding 'p' value is 0.000 which is less than 0.05.

Table 3: Showing the significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the *scholastic domain*.

Gender	N	Mean	S.D	Calculated 't' value	'p' value
Male	64	53.23	11.45	2.368	0.020
Female	186	56.89	7.925		

Male	64	70.28	14.375	1.641	0.102
Female	186	73.31	12.134		

In the above table the 'p' value is 0.102, which is greater than 0.05. Therefore the null hypothesis is accepted. Hence there is no significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the *scholastic domain*.

Table 4: Showing the significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the *scholastic domain*.

Source of variance	df	Sum of squares	Mean of squares	Calculated 'F' value	'p' value
Between	2	6624.000	3312.000	24.010	0.000
Within	247	34072.176	137.94		
Total	249	40696.176			

In the above table the 'p' value is 0.000, which is less than 0.05. So the null hypothesis is rejected. Hence there is significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the *scholastic domain*.

Post-hoc test to find the difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the *scholastic domain*

Type of Institution	N	Mean	S.D	Type of Institution	N	Mean	S.D	Calculated 't' value	'p' value
Government	80	74.31	12.50	Aided	85	65.64	13.8	4.195	0.000
Government	80	74.31	12.50	Private	85	77.76	7.97	2.102	0.017
Private	85	77.76	7.97	Aided	85	65.64	13.8	6.951	0.000

- ✓ There is significant difference between the perception of government and aided school teachers, since the corresponding 'p' value is 0.000 which is less than 0.05.
- ✓ There is no significant difference between the perception of government and private school teachers, since the corresponding 'p' value is 0.970 which is greater than 0.05.
- ✓ There is significant difference between the perception of private and aided school teachers, since the corresponding 'p' value is 0.000 which is less than 0.05.

Table 5: Showing the significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the *non-scholastic domain*.

Gender	N	Mean	S.D	Calculated 't' value	'p' value
Male	64	53.23	11.45	2.368	0.020
Female	186	56.89	7.925		

In the above table the 'p' value is 0.020, which is less than 0.05. Therefore the null hypothesis is rejected. Hence there is significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the *non-scholastic domain*.

Table 6: Showing the significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the *non-scholastic domain*.

Source of variance	df	Sum of squares	Mean of squares	Calculated 'F' value	'p' value
Between	2	2714.59	1357.295	18.83	0.000
Within	247	170803.926	72.081		
Total	249	20518.516			

In the above table the 'p' value is 0.000, which is less than 0.05. So the null hypothesis is rejected. Hence there is significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the non-scholastic domain.

Post-hoc test to find the difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the non-scholastic domain

Type of Institution	N	Mean	S.D	Type of Institution	N	Mean	S.D	Calculated 't' value	'p' value
Government	80	57.63	8.23	Aided	85	51.42	10.72	4.182	0.000
Government	80	57.63	8.23	Private	85	58.92	5.77	1.174	0.697
Private	85	58.92	5.77	Aided	85	51.42	10.72	5.674	0.000

- ✓ There is significant difference between the perception of government and aided school teachers, since the corresponding 'p' value is 0.000 which is less than 0.05.
- ✓ There is no significant difference between the perception of government and private school teachers, since the corresponding 'p' value is 0.970 which is greater than 0.05.
- ✓ There is significant difference between the perception of private and aided school teachers, since the corresponding 'p' value is 0.000 which is less than 0.05.

Findings:

- There is no significant difference between the perception of male and female teachers about CCE.
- There is significant difference between the perception of government, aided and private school teachers about CCE.
- There is no significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the scholastic domain.
- There is significant difference between the perception of government, aided and private school teachers regarding the role of CCE in assessing students in the scholastic domain.
- There is significant difference between the perception of male and female teachers regarding the role of CCE in assessing students in the non-scholastic domain.
- There is significant difference between the perception of government, aided and private school teachers

regarding the role of CCE in assessing students in the non-scholastic domain.

Conclusion:

The Continuous Comprehensive Evaluation introduced by the government in this academic year from classes VI to VIII has helped the students to know their level of achievement within a short span of time and alter their study skills to enhance their learning process and also helps the teachers to change their pattern of teaching according to the level of the students and draw a clearer picture about each student in their class.

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Prof. Ganesh Pundlikrao Khandare

Department of English,
Yashwantrao Chavan Arts & Science Mahavidyalaya,
Mangrulpur, Dist. Washim,
Maharashtra, India
Cell: 9850383208

ganukhandare7@rediffmail.com

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